

Ellore Elementary

PO Drawer 810/200 Warrior Drive
Ellore, South Carolina 29047

Grades	K-8 Elementary School	
Enrollment	488 Students	
Principal	Janie N. Dease	803-897-2233
Superintendent	Dr. David Longshore, Jr.	803-496-3288
Board Chair	S. B. Marshall	803-496-3288

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	5	37	58	13

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

NO

This school met 13 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Below Average	Unsatisfactory	N/A
2003	Average	Average	No
2004	Average	Below Average	Yes
2005	Below Average	Below Average	No

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

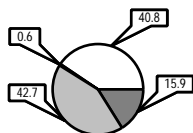
PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

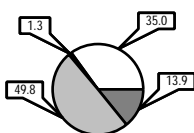
91.4%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)

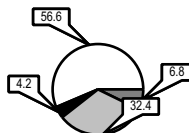
English/Language Arts



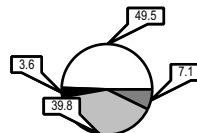
Mathematics



Science

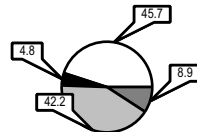
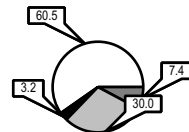
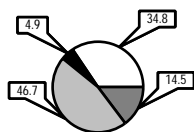
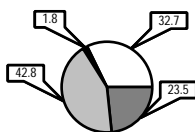


Social Studies



Our School

Elementary Schools with Students like Ours



Definition of Critical Terms

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	328	99.4	40.6	42.9	15.9	0.6	23.4	Yes	Yes
Gender									
Male	166	98.8	48.1	38.3	13.6	0.0	17.5		
Female	162	100.0	33.1	47.4	18.2	1.3	29.2		
Racial/Ethnic Group									
White	40	100.0	24.3	37.8	35.1	2.7	45.9	I/S	Yes
African American	280	99.6	41.7	44.3	13.6	0.4	20.8	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	8	87.5	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	243	99.6	31.7	48.0	19.4	0.9	29.1		
Disabled	85	98.8	65.4	28.4	6.2	0.0	7.4	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	328	99.4	40.6	42.9	15.9	0.6	23.4		
English Proficiency									
Limited English Proficient	8	87.5	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	320	99.7	39.5	43.5	16.3	0.7	23.9		
Socio-Economic Status									
Subsidized meals	314	99.4	41.5	42.9	15.3	0.3	22.8	No	Yes
Full-pay meals	14	100.0	21.4	42.9	28.6	7.1	35.7		

Mathematics – State Performance Objective = 36.7%									
All Students	328	100.0	35.0	49.8	13.9	1.3	29.1	Yes	Yes
Gender									
Male	166	100.0	36.8	49.7	12.3	1.3	26.5		
Female	162	100.0	33.1	50.0	15.6	1.3	31.8		
Racial/Ethnic Group									
White	40	100.0	13.5	51.4	32.4	2.7	67.6	I/S	Yes
African American	280	100.0	37.7	49.8	11.3	1.1	23.8	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	243	100.0	25.6	55.5	17.2	1.8	33.9		
Disabled	85	100.0	61.0	34.1	4.9	0.0	15.9	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	328	100.0	35.0	49.8	13.9	1.3	29.1		
English Proficiency									
Limited English Proficient	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	320	100.0	34.8	50.0	13.9	1.3	29.1		
Socio-Economic Status									
Subsidized meals	314	100.0	35.6	49.8	13.2	1.4	28.5	No	Yes
Full-pay meals	14	100.0	21.4	50.0	28.6	0.0	42.9		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	328	99.1	56.4	32.6	6.8	4.2	11.1
Gender							
Male	166	98.2	59.5	26.8	7.2	6.5	13.7
Female	162	100.0	53.2	38.3	6.5	1.9	8.4
Racial/Ethnic Group							
White	40	100.0	32.4	32.4	18.9	16.2	35.1
African American	280	99.3	60.1	31.9	5.3	2.7	8.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	8	87.5	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	243	99.2	48.2	37.6	8.8	5.3	14.2
Disabled	85	98.8	79.0	18.5	1.2	1.2	2.5
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	328	99.1	56.4	32.6	6.8	4.2	11.1
English Proficiency							
Limited English Proficient	8	87.5	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	320	99.4	56.7	32.0	7.0	4.3	11.3
Socio-Economic Status							
Subsidized meals	314	99.0	57.3	32.8	6.1	3.8	9.9
Full-pay meals	14	100.0	35.7	28.6	21.4	14.3	35.7

Social Studies							
All Students	328	99.4	49.4	39.9	7.1	3.6	10.7
Gender							
Male	166	98.8	52.6	37.7	6.5	3.2	9.7
Female	162	100.0	46.1	42.2	7.8	3.9	11.7
Racial/Ethnic Group							
White	40	100.0	27.0	51.4	10.8	10.8	21.6
African American	280	99.6	52.7	38.6	6.1	2.7	8.7
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	8	87.5	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	243	99.2	43.4	44.7	7.5	4.4	11.9
Disabled	85	100.0	65.9	26.8	6.1	1.2	7.3
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	328	99.4	49.4	39.9	7.1	3.6	10.7
English Proficiency							
Limited English Proficient	8	87.5	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	320	99.7	49.5	40.2	6.6	3.7	10.3
Socio-Economic Status							
Subsidized meals	314	99.4	50.3	39.1	7.5	3.1	10.5
Full-pay meals	14	100.0	28.6	57.1	0.0	14.3	14.3

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	37	100.0	24.3	29.7	45.9	N/A	45.9
	4	54	98.2	37.7	41.5	20.8	N/A	20.8
	5	56	100.0	39.3	46.4	14.3	N/A	14.3
	6	53	100.0	58.5	32.1	9.4	N/A	9.4
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	46	100.0	25.6	34.9	39.5	0.0	39.5
	4	43	100.0	35.0	52.5	12.5	0.0	12.5
	5	55	100.0	47.1	39.2	11.8	2.0	13.7
	6	61	98.4	37.9	43.1	17.2	1.7	19.0
	7	61	98.4	47.4	45.6	7.0	0.0	7.0
	8	62	100.0	45.8	42.4	11.9	0.0	11.9
Mathematics								
2004	3	37	100.0	27.0	70.3	2.7	N/A	2.7
	4	54	100.0	38.9	37.0	13.0	11.1	24.1
	5	56	100.0	28.6	57.1	5.4	8.9	14.3
	6	53	100.0	34.0	52.8	13.2	N/A	13.2
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	46	100.0	27.9	55.8	16.3	0.0	16.3
	4	43	100.0	27.5	60.0	12.5	0.0	12.5
	5	55	100.0	35.3	47.1	15.7	2.0	17.6
	6	61	100.0	24.1	51.7	22.4	1.7	24.1
	7	61	100.0	41.4	46.6	10.3	1.7	12.1
	8	62	100.0	49.2	42.4	6.8	1.7	8.5
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	46	100.0	39.5	48.8	9.3	2.3	11.6
	4	43	95.4	47.4	36.8	13.2	2.6	15.8
	5	55	100.0	66.7	21.6	5.9	5.9	11.8
	6	61	98.4	41.4	46.6	10.3	1.7	12.1
	7	61	100.0	60.3	27.6	3.4	8.6	12.1
	8	62	100.0	76.3	18.6	1.7	3.4	5.1
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	46	100.0	34.9	30.2	20.9	14.0	34.9
	4	43	97.7	28.2	64.1	7.7	0.0	7.7
	5	55	100.0	49.0	39.2	7.8	3.9	11.8
	6	61	98.4	46.6	43.1	6.9	3.4	10.3
	7	61	100.0	56.9	41.4	1.7	0.0	1.7
	8	62	100.0	69.5	27.1	1.7	1.7	3.4

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 488)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	1.4%	Up from 1.0%	3.9%	3.0%
Attendance rate	96.5%	Down from 97.9%	96.0%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	9.5%	Up from 8.0%	6.2%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	9.2%	Up from 8.5%	5.6%	3.2%
Eligible for gifted and talented	6.0%	Down from 7.1%	4.5%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	12.6%	Up from 6.4%	7.8%	8.2%
Older than usual for grade	1.0%	Up from 0.3%	1.8%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 39)				
Teachers with advanced degrees	64.1%	Up from 63.3%	50.6%	52.6%
Continuing contract teachers	89.7%	Down from 90.0%	77.1%	83.3%
Highly qualified teachers	87.2%	Down from 100.0%	91.7%	93.5%
Teachers with emergency or provisional certificates	5.7%	Up from 3.6%	3.0%	0.0%
Teachers returning from previous year	94.6%	Up from 91.5%	83.0%	87.0%
Teacher attendance rate	94.9%	Down from 95.8%	94.9%	95.0%
Average teacher salary	\$42,321	Down 2.8%	\$40,343	\$41,703
Prof. development days/teacher	7.5 days	Up from 5.0 days	14.3 days	12.8 days
School				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	13.4 to 1	Up from 10.8 to 1	16.5 to 1	18.8 to 1
Prime instructional time	90.0%	Down from 92.2%	88.8%	89.8%
Dollars spent per pupil*	\$10,153	Up 20.7%	\$7,473	\$6,242
Percent of expenditures for teacher salaries*	66.0%	Up from 65.6%	63.4%	65.8%
Opportunities in the arts	Good	Up from Fair	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	No change	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	N/A		89.4%	
Highly qualified teachers in high poverty schools	85.8%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The goals implemented during the 2004-2005 academic year at Elloree Elementary School, which now serves youngsters in grades Child Development-8, reflected the major points indicated in our School Renewal Plan: the use of Best Practice strategies to increase students' scores on the subtests of PACT in grades 3-8; the extension of professional development opportunities for teachers; and the development of stronger parental, school, and community support. The activities listed below were outgrowths of the 2004-2005 goals cited above.

Academic assistance used at EES to prepare students for PACT 2005 included the Afterschool Remediation Program, the Homework Center, Summer School, Saturday Academy, Daily Math Headstart, the Principal's Writing Corner, flexible grouping, small group teacher instruction, and reading by volunteers.

Specialty area consultants in English, math, science, and social studies were utilized to maximize teaching and learning opportunities and to enhance professional development options during the 2004-2005 school year. Staff members participated in district-sponsored courses, workshops, conferences, in-services, and other state-level training opportunities.

Activities were organized to provide support, assistance, guidance and resources to parents and their youngsters in grades CD-8th. Members of the Lake Marion Kiwanis Club partnered with EES for the third year to recognize students in grades CD-6th at PTA meetings for modeling exemplary behavior, improving their academic/study skills, and exhibiting unselfish acts of kindness. The Kiwanians were also instrumental in organizing the Builders Club for students in grades 7th and 8th. This service organization participated in Elloree's Clean-Up Day and won a \$50 award for collecting the most litter. The group also collected and presented food to the Harvest Hope Food Bank.

The 2004-2005 school year at our new site was an AWESOME one that celebrated the many achievements of ALL EES students in grades CD-8th.

Janie N. Dease, Principal
Vivian Williams, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	37	32	44
Percent satisfied with learning environment	86.5%	96.8%	81.0%
Percent satisfied with social and physical environment	91.9%	90.6%	78.0%
Percent satisfied with school-home relations	54.1%	90.6%	70.7%

*Only students at the highest elementary school grade level at this school and their parents were included.